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ABSTRACT

The facilitator's manual offers information for conducting a workshop to teach regular educators, special educators, and parents of handicapped children communication skills as they relate to decisions in the individualized education program (IEP) team meeting. Three presentations provide participants with an increased awareness of the need for openness and trust in interpersonal communication, an explanation of the communication process and the effectiveness of two way communication within a team, and information on the basic sending and receiving skills necessary for effective communication within IEP teams. Complete texts for the presentations are provided as well as step by step guidelines for an activity for practicing communication skills. Among the topics covered are group communications, sending and receiving messages effectively, paraphrasing, and barriers to effective communication. A participant's handbook on team skill communication is also included. (SB)

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THE TEAM APPROACH TO EDUCATIONAL DECISION-MAKING:

INCREASING THE EFFECTIVENESS OF IEP TEAMS

FACILITATOR'S MANUAL FOR MODULE TWO

COMPONENT TWO: COMMUNICATION SKILLS

BY

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COMPONENT TWO :

COMMUNICATION SKILLS

EC/1325535

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COMPONENT TWO:
DIRECTIONS TO FACILITATOR

DIRECTIONS TO FACILITATOR - COMPONENT TWO

NOTE: AS YOU PROCEED THROUGH THIS SET OF DIRECTIONS, PLEASE REFER TO THE AGENDA, PRESENTATION TEXT, PARTICIPANT'S HANDBOOK AND ACTIVITIES.

COMPONENT TWO OF PARTICIPANT'S HANDBOOK

- Distribute entire COMMUNICATION section of Participant's Handbook.
- Remind participants to stay on the page which accompanies facilitator's presentation.
- Allow participant's 5 minutes to read Goal statement, page 1, and complete Communication Self Assessment Form, page 2 and 3.

PRESENTATION I - "INTERPERSONAL COMMUNICATION"

The purpose of this presentation is to provide participants with an increased awareness of the need for openness and trust in interpersonal communication.

- Present transition paragraph in your own words.
- Point out Concept Aid 1, page 4, which is the poem "Revelations".

Johari Awareness Model: Openness & Trust

- Instruct participants to turn to Concept Aid 2, page 5 in the Participant's Handbook.
- Present the material covered in the text, referring to the diagram in Concept Aid 2.
- Briefly review the Freeing & Binding Responses.

PRESENTATION II - "COMMUNICATION WITHIN A TEAM"

The purpose of this presentation is to provide participants with an explanation of the communication process and the effectiveness of two-way communication within a team.

Communication Process

- Present the material covered in the text.

Communication Network

- Instruct participants to turn to Concept Aid 3, page 6, in the Participants Handbook.
- Present the material covered in the text. The key points are capitalized in the presentation.
- Allow participants 5 minutes to fill out the Check for Understanding page 7.

PRESENTATION III - "COMMUNICATION BRIDGES & BARRIERS"

The purpose of this presentation is to teach the basic sending and receiving skills necessary for effective communication within IEP teams. Barriers to effective communication are also covered.

Skills of Sending Clear Messages

- Instruct participants to turn to Concept Aid 4, page 8, in Participant's Handbook.
- Present the material covered in the text.
- Focus presentation on description of other's behavior and description of your feelings as well as a lead in to the skill of "Sending 'I' Messages." (Concept Aid 5, page 9)

- Allow participants 5 minutes to fill out the Check for Understanding, page 10.

Receiving Messages Effectively

- Instruct participants to turn to Concept Aid 6, page 11.
- Present the explanation of "Active Listening" covered in the text.

Paraphrasing

- Instruct participants to turn to Concept Aid 7, page 12.
- Describe paraphrasing in your own words. Include examples of the skill.
- Cover key points which are capitalized in the text.

Perception Checking

- Instruct participants to turn to Concept Aid 8 , page 13.
- Describe perception checking in your own words.
  Include an example of the skill.
- Cover key points capitalized in the text.
- ✓ Allow participants 5 minutes to fill out Check For Understanding, page 14.

Barriers to Communication

- Instruct participants to turn to Concept Aid 9, page 15.
- Briefly present the barriers to effective communication, focusing your presentation on the types of behavior which prevent or inhibit communication within an IEP meeting.

Activity 1 - "What Did You Say?"

The purpose of this activity is to provide participants with an opportunity to practice communication skills. Directions, materials, time required, etc., are included with the activity.

- Refer to questions in Stages Two through Five of the Experiential Learning Cycle.
- Debrief and elicit feedback.

Participant's Handbook - Checklist of Skills page 16& Worksheet for Back-Home Application page 17

- Allow participants 5 - 10 minutes to fill out the two forms.
- Emphasize the importance of applying the skills in each participants' educational setting.

COMPONENT TWO:

PRESENTATION TEXT

COMPONENT TWO: PRESENTATION I

COMPONENT TWO: TEAM SKILL-COMMUNICATION

COMMUNICATION--AN EXCHANGE OF INFORMATION BETWEEN INDIVIDUALS THROUGH A COMMON SYSTEM OF SYMBOLS, SIGNS, OR BEHAVIOR.

(SELF ASSESSMENT FROM PAGE 2 AND 3)

PRESENTATION I - "INTERPERSONAL COMMUNICATION"

Communication is a vital, ongoing process which is the basis for all human interaction and team functioning. All groups depend on communication to transmit and exchange information. The continuing existence of groups relies on each member's skill in communicating effectively. Successful group action is contingent upon effective communication.

Through clear communication team members build trust, reach some understanding of each other, set goals, agree upon responsibilities and coordinate group activities.

Revelations[1]

We make ourselves a place apart
Behind light words that tease and flout,

But oh, the agitated heart
Til someone really finds out.

Tis pity if the case requires
(or so we say) that in the end
We speak the literal to inspire
The understanding of a friend.

But so it is with babes at play
At hide and seek to guard afar.
So all who hide too well away
Must speak and tell us where they are.

--Robert Frost

1. From The Poetry of Robert Frost, edited by Edward Connery Lathem. Copyright 1934 by Holt, Rinehart and Winston, Inc. Copyright © 1962 by Robert Frost.

Trust

Openness involves risk taking. Individuals are more willing to take risks in an atmosphere of trust. Trust or "the knowledge that the other person will not take unfair advantage of one, either deliberately or accidently, consciously or unconsciously."[2] is:

- built slowly--in small increments
- established more by deed than words
- sustained by openness in interpersonal relations.

Trust can be developed or destroyed through freeing or binding responses between team members. Following is a list of interpersonal behaviors which can increase or diminish trust.

Freeing Responses:

- listening attentively rather than merely remaining silent
- paraphrasing and checking your impressions of the other's inner state
- seeking information to understand the other
- offering information that is relevant to the other's concern
- describing observable behaviors that influence you
- directly reporting your own feelings
- offering your opinions or stating your value position

Binding Responses:

- changing the subject without explanation
- interpreting the other's behavior by describing unchangeable experiences or qualities
- advising and persuading

2. Richard Schmuck, 1977, p.91.

- vigorously agreeing or obligating the other with, "How could you?"
- approving the other for conforming to your standards
- claiming to know what motivates the other's behavior
- commanding the other or demanding to be commanded

Members of truly effective decision-making teams must be able to express their thoughts and feelings clearly, ask each other for specific information, read non-verbal cues and check that messages are understood correctly. This mutual feedback and spirit of helpfulness between team members is the heart of effective group communication.

Effective group communication depends upon each member's ability to relate to others. The quality of their interpersonal communication directly effects the productivity of the team. In the Forming or Polite Stage of team development most interpersonal communication is relatively superficial, anxiety is present and interchange is stilted and lacks spontaneity. Ideas and suggestions are left undeveloped, seeming to indicate communication is distinguished by certain features. Openness and trust are features of effective interpersonal communication.

Openness (Concept Aid 2, page 5)

The Johari Awareness Model, or Johari window, named after Joe Luft and Harry Ingham, depicts openness and awareness in a relationship. This model illustrates that there are degrees of openness in interaction based on the amount of self awareness individuals possess and are willing to reveal. Certain information is known to oneself and certain information is unknown to the self. Correspondingly, there is certain information others know

about oneself and certain information they do not know. The assumption is made that it takes energy to hide information from oneself and others. The more information that is revealed, the clearer communication will be.

JOHARI WINDOW

	Known to Self	Unknown to Self
Known to Others	1. Free to Self and Others.	2. Blind to Self, Seen by Others
Unknown to Others	3. Hidden Area: Self Hidden from Others	4. Unknown Self

In this model a behavior, feeling or motive is assigned to one of the four "quadrants."

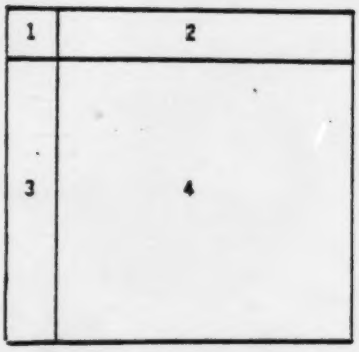
- Quadrant 1, open areas, refers to behavior, feeling or motive known to self and others.
- Quadrant 2, blind area, refers to that which is known to others but not to oneself.*
- Quadrant 3, avoided or hidden area, refers to that which we know but do not reveal to others (e.g. "hidden agendas" or areas sensitive to onself).

* Undoubtedly you know much of what goes on in your mind and can report it. Undoubtedly you have private evidence that bears on the current activity of your mind. Thus, in important respects, your knowledge of yourself is more complete and reliable than the knowledge others may have. Yet it is clear that this knowledge must be inferential and theoretical--at least in part. A second person may be better able than you to evaluate your present mental state and predict your behavior. In principle self-knowledge may depend on the same kind of inference that knowledge of another depends on. (Donald Hebb, The Mind's Eye, Psychology Today, May, 1969, page 55).

- Quadrant 4, unknown area, refers to that which is neither known to oneself or others. (We assume their existence because some of these things become known. Eventually we understand these unknown behaviors and motives have influenced relationships).

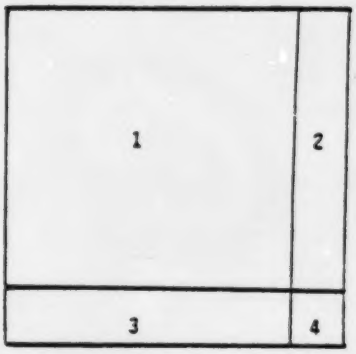
Quadrant 1 is very small in a new team. As the team develops, Quadrant 1 increases and this usually means members feel freer to be themselves and perceive others as they really are. Openness is the skill that increases Quadrant 1. The hidden area shrinks in size as the open areas increase. As mutual trust grows within a team, members are more willing to share their ideas and feelings. Team members find it less necessary to hide pertinent thoughts and feelings. Members understand their behavior simultaneously influences and is influenced by other's behavior.

Beginning Interaction in a Group



Team in Polite Stage

Interaction After Trust and Openness Established



Team in Espirit de Corps Stage

Once openness to information, new ideas, and opinions is increased, there is greater possibility that the skills and resources of team members will be utilized in the work of the group.

COMPONENT TWO: PRESENTATION II

COMPONENT TWO: TEAM SKILL - COMMUNICATION

PRESENTATION II - "COMMUNICATION WITHIN A TEAM"

Communication Process

Communication is a continuous process in which individuals send, receive, interpret and infer simultaneously without a fixed beginning or end. This continuous process is effected by six major variables. These variables which blend to form the communication process are:

- Sender (Encoder) - the person who sends the message
- Receiver (Decoder) - the person to whom message is aimed
- Message - the verbal or non-verbal symbol the sender transmits to the receiver
- Channel - the means of sending message - e.g., words are sent by sound waves, facial expressions, gestures sent by light waves
- Noise - element which interferes with communication process - e.g., attitudes, prejudices, lack of eye contact, certain body language.

The success of the message flowing from sender to receiver through a channel is dependent upon the amount of control exerted on "noise." Effective communication occurs when the receiver understands the sender's message in the way the sender intended it.

Communication Network (Concept Aid 3 , page6)

Communication within a team are typically of two types:

1) One-way Communication

One-way communication is the process used when giving orders, instructions, a lecture, etc. It is a process in which one person is the communicatior and the other person is the listener. The communicator carefully organizes his/her thoughts, decides how to communicate his/her ideas, then communicates them. The listener attempts to concentrate on the job of listening, seeking to understand clearly what the communicator is saying and what the implications of his/her comments are. Growing up, individuals had many experiences with one-way communication: at home, where parents' communication may have been primarily in a one-way fashion; at church, where the Sunday School teacher may have instructed in a one-way mode and the minister or priest may have preached in a one-way communication mode; at school, where some teachers instruct in a one-way style; and in numerous other instances common in society.

KEY POINTS:

- ONE PERSON SENDS A MESSAGE WITHOUT EXPECTING A RESPONSE FROM THE RECEIVER.
- THE SENDER DOES NOT KNOW IF THE MESSAGE IS UNDERSTOOD.
- THE METHOD IS UNRELIABLE AND CAN LEAD TO MIS-UNDERSTANDING.

2) Two-way Communication

Two-way communication is the process used when two persons are seeking to understand each other, when they both want to communicate and to listen carefully. It is a process in which each person involved is both a communicator and a listener. We have all had many experiences with two-way communication, though perhaps fewer than with one-way communication. We may have engaged in meaningful two-way communication with our parents, with a brother or sister and with a close friend. We may currently have two-way communication patterns with teachers, students, supervisors, subordinates and colleagues. What distinguishes these patterns is the back-and-forth flow of attitudes and feelings within a climate of mutual understanding.

KEY POINTS:

- EACH PERSON IS RESPONSIBLE FOR SENDING AND RECEIVING CLEAR MESSAGES AND LISTENING ACTIVELY.
- THERE IS A TWO-WAY FLOW OF INFORMATION AND IDEAS.
- EACH MESSAGE IS CORRECTLY UNDERSTOOD BEFORE A NEW MESSAGE IS SENT.
- COMMUNICATION IS CLEARLY RECEIVED AND SENT. EACH PERSON "GETS IT."
- INFORMATION, FEELINGS TRAVEL IN BOTH DIRECTIONS IMPACTING NEXT MESSAGE.

Two-way communication encourages open and candid member interaction, shared participation and leadership; and decision-making through consensus.

(✔ page 7)

COMPONENT TWO: TEAM SKILL - COMMUNICATION

PRESENTATION III - "COMMUNICATION BRIDGES & BARRIERS"

Communication Skills

Each member is responsible for contributing ideas and listening actively. These two responsibilities involve the communication skills of sending clear messages and receiving messages effectively. These skills are bridges to communication.

Skills of Sending Clear Messages (Concept Aid 4 , page 8)

> BASIC RULE
>
> You are responsible for your ideas and feelings being stated specifically and clearly.

- Clearly Own Your Messages
  - Use pronouns such as "I" and "my ."
  - Take responsibility for your ideas and feelings.

  TEAM MEMBERS WHO USE TERMS SUCH AS "MOST PEOPLE" OR "OUR GROUP" DISOWN THEIR MESSAGES.

- Be Complete and Specific
  - Give all the background information receiver needs.

COMPONENT TWO: PRESENTATION III

- Be Redundant
  - Repeat message.
  - Use more than one channel, e.g., pictures, symbols, non-verbal cues.
- Be Sure Verbal and Non-verbal Messages Convey the Same Meaning.
- Describe Your Feelings by Name, Action, or Figure of Speech
  - Include emotional state inside you.
  - Separate from presenting ideas or plan of action, e.g., by name ("I feel angry"), action ("I feel like screaming"), or figure of speech ("I feel like a ball of fire").
- Describe Other Member's Behavior
  - Report specific observable behavior.
  - No evaluation or statements about intentions, attitudes or personality, e.g., "You keep interrupting me" rather than "You are a self-centered egotist who won't listen to anyone."
- <u>Sending "I" Messages</u> (Concept Aid 5 , page 9)

When a problem situation arises within a team, the use of a behavior description combined with a reflection of one's own feelings in reaction to that behavior is an effective technique for maintaining open communication. This skill requires both listening actively and speaking clearly and specifically. Thomas Gordon names this skill "Sending 'I' Messages."

If a problem situation develops, send an "I" message by:

- describing the behavior in a non-blameful way,
- explaining the reason for your feeling, or the consequences or result of the behavior,
- saying clearly how you feel.

When a person sends a message it is helpful if they are specific rather than general; tentative rather than absolute; and informing rather than ordering.

(✓ page 10)

Receiving Messages Effectively (Concept Aid 6 , page 11)

Receiving skills have two parts: 1) communicating the intention of wanting to understand the ideas and feelings of the sender, and 2) understanding and interpreting the sender's ideas and feelings. Following is a description of receiver skills.

> BASIC RULE
>
> You can speak up for yourself only after you have restated the ideas and feelings of the sender accurately and to the sender's satisfaction.

"Active Listening" is perhaps the most important communication skill. This tells the speaker, "I want to hear what you have to say." A common assumption seems to be that if the message is sent properly, we need not be concerned with the way it is received. Yet, clear two-way communication is

a reciprocal process which involves both the speaker and the listener in a dynamic interplay. Despite the clarity of the message, miscommunication can take place due to several factors or "noise". These factors are:

1. Attitudes or feelings toward the speaker.
2. Anticipation of what the speaker will say.
3. Cultural values which cause screening out of certain areas.
4. Failure to attend to both the word and the mission.
5. Learned deafness in response to questions or statements (e.g., "How are you?") that require no answers.[3]

When properly used, "active listening" can reduce the amount of "noise" and increase the comprehension level of understanding.

The components of "active listening" which will be presented are

- Paraphrasing
- Perception Checking

Paraphrasing (Concept Aid 7 , page 12)

Paraphrasing is effective in checking whether a team member has correctly understood the meaning of another member's message. A team member shows his/her interest in understanding another's ideas by comparing his/her understanding against the intentions of the speaker. This invites the speaker to clarify his/her meaning if the receiver has not understood correctly. Paraphrasing requires the listener to state the sender's ideas in his/her own words without indicating approval or disapproval. Skillful paraphrasing requires an ability to make generalizations, identify examples, and think of opposites.

3. Renee Pino and Ruth Emory, 1977.

KEY POINTS:

- PURPOSE: CONVEY THE FACT YOU WANT TO UNDERSTAND ANOTHER'S IDEAS.
- DO'S:
  - RESTATE SENDER'S IDEAS IN YOUR OWN WORDS
  - AVOID INDICATION OF APPROVAL OR DISAPPROVAL
  - PLACE YOURSELF IN THE SENDER'S SHOES
- DON'T'S:
  - ADD OR SUBTRACT FROM THE SENDER'S MESSAGE
- SKILLFUL PARAPHRASING REQUIRES THE ABILITY TO:
  - MAKE GENERALIZATIONS

    SUE: DO YOU HAVE 25 PENCILS I CAN BORROW FOR MY CLASS?

    YOU: DO YOU WANT SOMETHING FOR THEM TO WRITE WITH? I HAVE ABOUT 15 PENS AND 10 PENCILS.

    SUE: GREAT. ANYTHING THAT WILL WORK.
- IDENTIFY EXAMPLES:

  LAURA: THIS TEXT HAS TOO MANY OMISSIONS; WE SHOULDN'T ADOPT IT.

  YOU: DO YOU MEAN, FOR EXAMPLE, THAT IT CONTAINS NOTHING ABOUT THE ROLE OF ETHNIC MINORITIES IN THE DEVELOPMENT OF AMERICA?

  LAURA: YES, THAT'S ONE EXAMPLE. IT ALSO LACKS ANY DISCUSSION OF THE DEVELOPMENT OF THE ARTS IN AMERICA.

- THINK OF OPPOSITES:

  STAN: I DON'T WANT TO GO DOWNTOWN TODAY, WITH ALL THE CROWDS AND THE RAIN.

  YOU: DO YOU MEAN THAT YOU WANT TO ENJOY THE PRIVACY AND WARMTH OF YOUR OWN HOME?

  STAN: NO, I WAS THINKING OF DRIVING TO THE BEACH IN THE HOPE OF CATCHING SOME SUN AND A FISH.

Perception Checking (Concept Aid 8 , page 13)

Perception checking is a tentative description of the impression the listener has of the sender's feelings. The description should identify those feelings without expressing approval or disapproval. This is a check to determine if the listener has correctly perceived the sender's feelings. This conveys the idea that the listener wishes to understand the sender's feelings in order to avoid acting on mistaken perception of them.

KEY POINTS:

- PURPOSE: CONVEY THE FACT YOU WANT TO UNDERSTAND THE OTHER PERSON'S FEELINGS.
- DO'S:
  - DESCRIBE WHAT YOU BELIEVE TO BE THE SENDER'S FEELINGS.
  - MAKE A TENTATIVE DESCRIPTION.
- DON'T'S:
  - EXPRESS APPROVAL OR DISAPPROVAL OF THE FEELINGS YOU IDENTIFY.
  - INTERPRET, EVALUATE OR EXPLAIN THE CAUSES OF THE FEELINGS YOU IDENTIFY.

- SKILLFUL PERCEPTION CHECKING REQUIRES THE ABILITY TO:
  - READ NON-VERBAL CLUES; GESTURES, FACIAL EXPRESSIONS, TONE OF VOICE.
  - DRAW TENTATIVE INFERENCES.
  - INDICATE YOU KNOW YOU ARE MAKING INFERENCES.
- SOME EXAMPLES:
  - "AM I RIGHT THAT YOU'RE FEELING DISAPPOINTED BECAUSE NO ONE COMMENTED ON YOUR SUGGESTION?"
  - "I GET THE IMPRESSION YOU ARE VERY ANGRY WITH ME. ARE YOU?"

(✓ page 14)

Barriers to Effective Communication

Ineffective communication occurs when the words and body language do not accurately reflect the intended message of the sender. This inaccuracy can be a result of ineffectiveness of either the sender or the receiver. There are many reasons why miscommunication occurs. The following is a description of some reasons for ineffective communication. How many have you seen operating in an IEP meeting?

- Sender
  - does not clearly know what his/her idea is, or is unable to formulate ideas into accurate words,
  - has difficulty choosing precise words to represent what he/she wants to say,
  - uses words which have different meanings for the receiver.

- Receiver
  - simply repeats sender's words (this is known as parroting),
  - reflects feelings or thoughts in language more complex or cruder than originally expressed,
  - inaccurately guages the depth of feelings expressed by the sender,
  - paraphrases ideas inaccurately by adding or omitting meaning.

During a team meeting certain behaviors can block a team member's ability to participate and communicate effectively. (Concept Aid 9, page 15)

These are:

- Feeling he/she must answer and come to a decision.
- Evaluating member's statements.
- Feeling hurried.
- Selective listening - hearing only what you want to hear.
- Having something to say which would take time away from the presenter.
- Other things on one's mind.
- Looking away or staring at speaker.

(List of Skills, page 16)

(Worksheet for Back Home Application, page 17)

COMPONENT TWO: ACTIVITY I

"WHAT DID YOU SAY?"

(A) PARAPHRASING

Purpose

To practice active listening skills.

Group Size

An unlimited number of partners.

Time Required

Approximately 30 minutes for both exercises A and B.

Materials

Either a set of 5" x 8" index cards and pens or a piece of newsprint for each participant and marking pens.

Physical Setting

A room large enough for participants to form partners.

Process

I. Distribute index cards and pencils or a piece of newsprint, tape and a marker to each participant.

II. Write the statement "I am becoming the kind of person who..." on a sheet of newsprint.

III. Instruct participants to write five to ten answers to the question on the 5"x8" cards which they pin to their jacket, sweater, etc.

IV. After five minutes, instruct participants to mill around for a few minutes silently reading one another's answers.

V. After 5 minutes, form partners or triads and explain that one partner is to read a statement from his/her partner's list and the other partner is to paraphrase that statement.

VI. Proceed to next exercise in this activity, "What did you say?" (B).

Variation

I. Participants group into circles of no more than 8 persons. The facilitator or someone in group suggests a topic that is relevant to the team, such as "What is the most important problem facing our team?" One participant answers the question briefly; the next person in the circle accurately paraphrases this before giving his/her own answer, and so on around the circle. This activity can also be done with partners, especially if the pair join another pair and each speaks from an understanding of his/her partner's answer.

Adapted from Richard Schmuck, et al., 1977, page 119.

"WHAT DID YOU SAY?"

(B) PERCEPTION CHECKING

Purpose

To practice active listening skills.

Group Size

Groups of no more than 8 participants.

Time Required

Approximately 30 minutes for both exercises A and B.

Materials

One copy of the list of conversation starters for each group.

Physical Setting

Enough chairs to seat two groups of participants in an inner and outer circle.

Process

I. Form groups of an equal number of participants.

II. Distribute one copy of the list of conversation starters to each group.

III. Instruct groups to chose one topic to discuss.

IV. Instruct half the group to sit in a circle while the other half take their places behind specific members of the circle.

V. Explain that while those in the center circle discuss the topic agreed upon, those in the outer circle whisper their impressions to their partner ("Am I correct in inferring you are upset because you can't get a word in?"). Partners in the inner circle respond only by nodding yes or no to those questions.

Variation

I. Ask participants to choose a partner and take turns conveying their feelings to each other by means of gestures, expressions and nonsense language and then each partner checks to make sure that he/she read the emotion correctly.

Adapted from Richard Schmuck, et al., 1977, page 119.

GROUP CONVERSATION STARTERS SHEET

1. Other people usually...

2. The best measure of personal success is...

3. Anybody will work hard if...

4. People think of me as...

5. When I let go...

6. Marriage can be...

7. Nothing is so frustrating as...

8. People who run things should be...

9. I miss...

10. The thing I like about myself is...

11. There are times when I...

12. I would like to be...

13. When I have something to say...

14. As a child I...

15. The teacher I like best was a person who...

16. It is fun to...

17. My body is...

18. When it comes to women...

19. Loving someone...

20. Ten years from now, I...

COMPONENT TWO: PARTICIPANT'S HANDBOOK

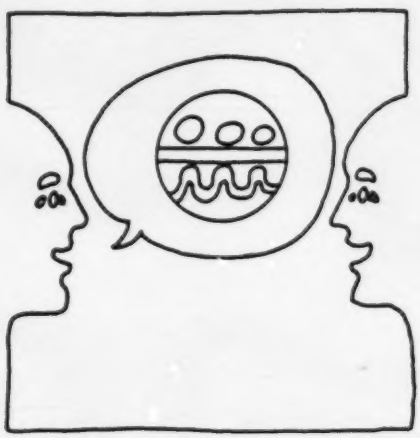
COMPONENT TWO

TEAM SKILL-COMMUNICATION

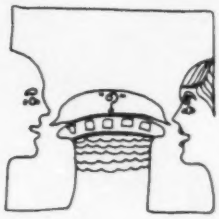
PARTICIPANT'S HANDBOOK

GOAL OF COMPONENT TWO: TEAM SKILL-COMMUNICATION

AN EXCHANGE OF INFORMATION BETWEEN INDIVIDUALS THROUGH A COMMON SYSTEM OF SYMBOLS, SIGNS, OR BEHAVIOR.



The goal of Component Two is to teach the skills necessary to become more effective communicators in a team.



COMMUNICATION BRIDGE
SELF-ASSESSMENT FORM

1. IF I AS TEAM CHAIRPERSON WERE GIVING A SET OF INSTRUCTIONS AND THE OTHER GROUP MEMBERS SAT QUIETLY WITH BLANK FACES, I WOULD:

   ____STATE THE INSTRUCTIONS CLEARLY AND PRECISELY AND THEN MOVE ON

   ____ENCOURAGE MEMBERS TO ASK QUESTIONS UNTIL I WAS SURE THAT EVERYONE UNDERSTOOD WHAT THEY WERE SUPPOSED TO DO

2. IF THE TEAM CHAIRPERSON GAVE A SET OF INSTRUCTIONS TO THE GROUP THAT I DID NOT UNDERSTAND, I WOULD:

   ____KEEP SILENT AND LATER ASK ANOTHER GROUP MEMBER WHAT SHE MEANT

   ____IMMEDIATELY ASK THE CHAIRPERSON TO REPEAT THE INSTRUCTIONS AND ANSWER MY QUESTIONS UNTIL I WAS SURE I UNDERSTOOD WHAT SHE WANTED ME TO DO.

3. HOW OFTEN WOULD YOU LET OTHER TEAM MEMBERS KNOW WHEN YOU LIKED OR APPROVED OF SOMETHING THEY SAID OR DID?

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

4. HOW OFTEN WOULD YOU LET OTHER TEAM MEMBERS KNOW WHEN YOU FELT IRRITATED, IMPATIENT, EMBARRASSED BY, OR DISAGREED WITH, SOMETHING THEY SAID OR DID?

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

SELF-ASSESSMENT FORM (con't)

5. HOW OFTEN DO YOU CHECK OUT WHAT OTHER TEAM MEMBERS ARE FEELING AND HOW THEY ARE REACTING RATHER THAN ASSUMING THAT YOU KNOW?

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

6. HOW OFTEN DO YOU ENCOURAGE OTHER TEAM MEMBERS TO LET YOU KNOW HOW THEY ARE REACTING TO YOUR BEHAVIOR AND ACTIONS IN THE GROUP?

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

7. HOW OFTEN DO YOU CHECK TO MAKE SURE YOU UNDERSTAND WHAT OTHER TEAM MEMBERS MEAN BEFORE AGREEING OR DISAGREEING?

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

8. HOW OFTEN DO YOU PARAPHRASE OR RESTATE WHAT OTHER TEAM MEMBERS HAVE SAID BEFORE RESPONDING?

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

9. HOW OFTEN DO YOU KEEP YOUR THOUGHTS, IDEAS, FEELINGS, AND REACTIONS TO YOURSELF IN TEAM SESSIONS?

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

10. HOW OFTEN DO YOU MAKE SURE THAT ALL INFORMATION YOU HAVE ABOUT THE CURRENT TOPIC OF DISCUSSION IS KNOWN TO THE REST OF THE GROUP?

    NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

Reprinted from JOINING TOGETHER, David Johnson and Frank Johnson, 1975

REVELATIONS

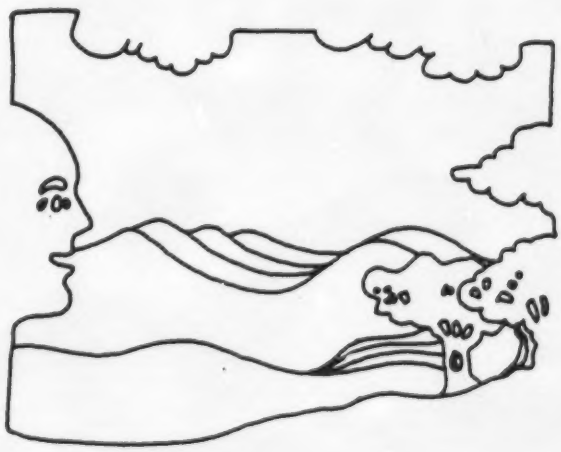
We make ourselves a place apart
Behind light words that tease and flout,

But oh, the agitated heart
Til someone really finds out,

Tis-pity if the case requires
(or so we say) that in the end
We speak the literal to inspire
The understanding of a friend.

But so it is with babes at play
At hide and seek to guard afar.
So all who hide too well away
Must speak and tell us where they are.

— ROBERT FROST



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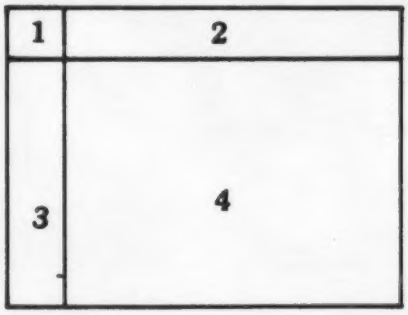
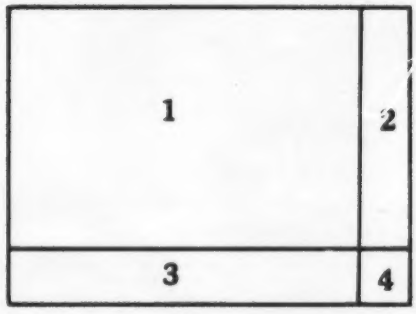
JOHARI AWARENESS MODEL

	Known to Self	Unknown to Self
Known to Others	1 Free to Self and Others.	2 Blind to Self, Seen by Others.
Unknown to Others	3 Hidden Area: Self Hidden from Others	4 Unknown Self

AT THE BEGINNING OF A RELATIONSHIP



AFTER THE DEVELOPMENT OF A CLOSE RELATIONSHIP



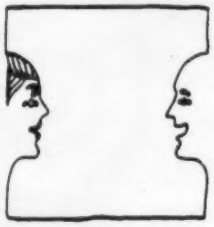
TWO WAYS OF COMMUNICATING

One-Way Communication

One person sends a message without expecting a response from the receiver.

- The sender does not know if the message is understood.
- The method is unreliable and can lead to misunderstanding.

Two-Way Communication



Each person is responsible for sending and receiving clear messages and listening accurately.

- There is two-way flow of information and ideas.
- Each message is correctly understood before a new message is sent.
- Communication is clearly received and sent. Each person "gets it."
- Information, feelings travel in both directions impacting next message.

MATCH THE METHODS WITH THE DEFINITIONS

___1. ONE-WAY COMMUNICATION	A.	A MUTUAL EXCHANGE OF IDEAS, ATTITUDES AND FEELINGS WITHIN A CLIMATE OF SHARED UNDERSTANDING.
___2. TWO-WAY COMMUNICATION	B.	ONE PERSON SENDS A MESSAGE, THE RECEIVER ATTEMPTS TO SHOW UNDERSTANDING.

TRUE FALSE 3. ONE-WAY COMMUNICATION ENCOURAGES OPEN AND CANDID TEAM INTERACTION.

TRUE FALSE 4. ONE-WAY COMMUNICATION IS OFTEN UNRELIABLE AND CAN LEAD TO MISUNDERSTANDING.

TRUE FALSE 5. IN TWO-WAY COMMUNICATION EACH PERSON IS RESPONSIBLE FOR SENDING CLEAR MESSAGES AND LISTENING ACTIVELY.

(ANSWERS: 1. B, 2. A, 3. F, 4. T, 5. T)

SKILLS OF SENDING CLEAR MESSAGES

BASIC RULE

YOU ARE RESPONSIBLE FOR YOUR IDEAS AND FEELINGS BEING STATED SPECIFICALLY AND CLEARLY.

CLEARLY OWN YOUR MESSAGES

- USE PRONOUNS SUCH AS "I" AND "MY",
- TAKE RESPONSIBILITY FOR YOUR IDEAS AND FEELINGS.

BE COMPLETE AND SPECIFIC

- GIVE ALL THE BACKGROUND INFORMATION RECEIVER NEEDS.

BE REDUNDANT

- REPEAT MESSAGE.
- USE MORE THAN ONE CHANNEL, E.G., PICTURES, SYMBOLS, NON-VERBAL CUES.

BE SURE VERBAL AND NON-VERBAL MESSAGES CONVEY THE SAME MEANING.

SEND AN 'I MESSAGE' IN A PROBLEM SITUATION.

SENDING SKILLS

SENDING "I" MESSAGES

PURPOSE: TO CONVEY YOUR FEELINGS IN REACTION TO ANOTHER'S BEHAVIOR IN A PROBLEM SITUATION.

DO'S

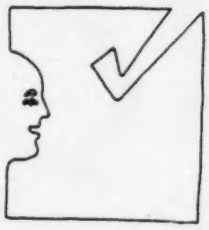
- COMBINE A DESCRIPTION OF THE OTHER'S BEHAVIOR WITH A REFLECTION OF YOUR OWN FEELINGS IN REACTION TO THAT BEHAVIOR.

DON'T'S

- BLAME, EVALUATE, OR INTERPRET BEHAVIOR

IN A PROBLEM SITUATION, SEND AN 'I MESSAGE' BY:

1. DESCRIBING THE BEHAVIOR IN A NON-VERBAL WAY.
2. EXPLAINING THE REASON FOR YOUR FEELINGS, OR THE CONSEQUENCES OF THE BEHAVIOR.
3. SAYING CLEARLY HOW YOU FEEL, E.G.:



SENDING SKILLS

___ 1. **THE BASIC RULE FOR SENDING EFFECTIVE MESSAGES IS:**

A. BE ABSOLUTE RATHER THAN TENTATIVE

B. BE RESPONSIBLE FOR STATING YOUR IDEAS AND FEELINGS SPECIFICALLY AND CLEARLY

C. SPEAK UP FOR OTHER MEMBERS WHO ARE TOO SHY TO SPEAK FOR THEMSELVES

___ 2. **IT IS GOOD COMMUNICATION PRACTICE WHEN SENDING MESSAGES TO: (CHOOSE THREE)**

A. BE REDUNDANT, — USE MORE THAN ONE WAY OF GETTING MESSAGE ACROSS

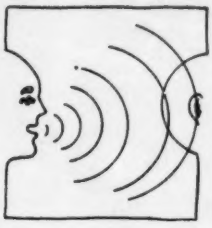
B. BE ABSOLUTE

C. CLEARLY OWN YOUR MESSAGE

D. BE SURE VERBAL AND NON-VERBAL MESSAGE CONVEY SAME MEANING

(ANSWERS: 1. B, 2. A, C, D)

10



RECEIVING MESSAGES EFFECTIVELY

Receiving skills have two parts:

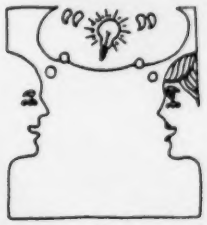
1. Communicating the intention of wanting to understand the ideas and feelings of the sender.
2. Understanding and interpreting the sender's ideas and feelings.

BASIC RULE

YOU CAN SPEAK UP FOR YOURSELF ONLY AFTER YOU HAVE RESTATED THE IDEAS AND FEELINGS OF THE SENDER ACCURATELY AND TO THE SENDER'S SATISFACTION.

To follow this basic rule try:

- Paraphrasing
- Perception checking



PARAPHRASING

PURPOSE: CONVEY THE FACT YOU WANT TO UNDERSTAND ANOTHER'S IDEAS.

DO'S

- RESTATE SENDER'S IDEAS IN YOUR OWN WORDS
- AVOID INDICATION OF APPROVAL OR DISAPPROVAL
- PLACE YOURSELF IN THE SENDER'S SHOES

DON'T'S

- ADD OR SUBTRACT FROM THE SENDER'S MESSAGE

SKILLFUL PARAPHRASING REQUIRES THE ABILITY TO:

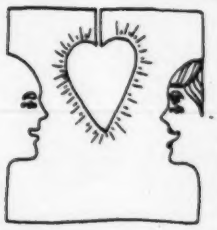
- MAKE GENERALIZATIONS

  SUE: DO YOU HAVE 25 PENCILS I CAN BORROW FOR MY CLASS?

  YOU: DO YOU WANT SOMETHING FOR THEM TO WRITE WITH? I HAVE ABOUT 15 PENS AND 10 PENCILS.

  SUE: GREAT. ANYTHING THAT WILL WORK.

- IDENTIFY EXAMPLES



PERCEPTION CHECKING

PURPOSE: CONVEY THE FACT YOU WANT TO UNDERSTAND THE OTHER PERSON'S FEELINGS.

DO'S

- DESCRIBE WHAT YOU BELIEVE TO BE THE SENDER'S FEELINGS
- MAKE A TENTATIVE DESCRIPTION

DON'T'S

- EXPRESS APPROVAL OR DISAPPROVAL OF THE FEELINGS YOU IDENTIFY
- INTERPRET, EVALUATE OR EXPLAIN THE CAUSES OF THE FEELINGS YOU IDENTIFY

SKILLFUL PERCEPTION CHECKING REQUIRES THE ABILITY TO:

- READ NON-VERBAL CLUES: GESTURES, FACIAL EXPRESSIONS, TONE OF VOICE
- DRAW TENTATIVE INFERENCES
- INDICATE YOU KNOW YOU ARE MAKING INFERENCES

RECEIVING SKILLS

1. RECEIVING SKILLS HAVE TWO PARTS WHICH ARE: (CHOOSE TWO)

A. COMMUNICATE THE INTENTION OF WANTING TO UNDERSTAND MESSAGE

B. COMMUNICATING THE MESSAGE

C. UNDERSTANDING THE SENDER'S IDEAS AND FEELINGS

2. PARAPHRASING IS THE RECEIVING SKILL OF:

A. DESCRIBING WHAT YOU BELIEVE TO BE THE SENDER'S FEELINGS

B. EVALUATING THE PHRASING OF A MESSAGE

C. BEING ABLE TO RESTATE THE MESSAGE WITHOUT EVALUATION, TO THE SENDER'S SATISFACTION

3. THE BASIC RULE FOR ACTIVELY RECEIVING MESSAGES IS:

A. YOU CAN SPEAK UP FOR YOURSELF ONLY AFTER YOU HAVE RESTATED THE IDEAS AND FEELINGS OF THE SENDER ACCURATELY AND THEN TO THE SENDER'S SATISFACTION

B. YOU SHOULD INTERPRET, EVALUATE AND EXPLAIN CAUSES OF THE FEELINGS YOU IDENTIFY

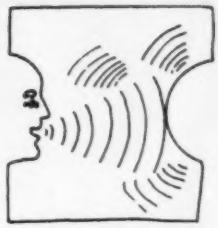
4. PERCEPTION CHECKING IS THE SKILL OF:

A. REPORTING SPECIFIC OBSERVABLE BEHAVIOR

B. DESCRIBING THE EMOTIONAL STATE WITHIN YOU

C. TENTATIVELY DESCRIBING YOUR IMPRESSION OF THE SENDER'S FEELINGS.

(ANSWERS: 1. A, C, 2. C, 3. A, 4. C)



INEFFECTIVE COMMUNICATION

A TEAM MEMBER'S INABILITY TO PARTICIPATE AND EFFECTIVELY COMMUNICATE DURING A TEAM MEETING CAN BE A DIRECT RESULT OF:

- FEELING ONE MUST ANSWER AND COME TO A DECISION
- EVALUATING MEMBER'S STATEMENTS
- BEING HURRIED
- SELECTIVE LISTENING — HEARING ONLY WHAT YOU WANT TO HEAR
- HAVING SOMETHING TO SAY WHICH WOULD TAKE TIME AWAY FROM THE PRESENTER
- OTHER THINGS ON ONE'S MIND
- LOOKING AWAY OR STARING AT SPEAKER

LIST OF COMMUNICATION SKILLS

___I CAN EFFECTIVELY SEND AN 'I MESSAGE'.

___I CAN EFFECTIVELY PARAPHRASE.

___I CAN EFFECTIVELY USE PERCEPTION CHECKING.

___I CAN RECOGNIZE ONE-WAY COMMUNICATION.

___I CAN RECOGNIZE TWO-WAY COMMUNICATION.

___I CAN CONTRIBUTE ALL RELEVANT INFORMATION I HAVE TO A GROUP'S DISCUSSION.

THE SKILLS I NEED FURTHER WORK ON ARE:

_____

_____

_____

_____

WORKSHEET FOR IDENTIFICATION AND BACKHOME APPLICATION

SKILLS WHICH I HAVE LEARNED IN THIS EXERCISE:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

WAYS IN WHICH I CAN USE THESE SKILLS IN EDUCATIONAL SETTINGS:

SKILLS	WAYS
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____